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ABSTRACT

A discussion of distance-delivered foreign language instruction in Wisconsin focuses on the selection of appropriate technology for instructional delivery and on the design of distance instruction. Issues relating to both secondary and postsecondary instruction are examined. The first section examines some of the considerations in selecting technology and instructional materials for language instruction, then outlines the various technologies used for distance learning. These include print, one-way audio, electronic writing, audio-conferencing, and video-audio conferencing. The second section looks at aspects of course design, including needs assessment and task/content analysis, the design and development process, and concerns in implementation (logistics, learner support, evaluation). Appended materials include a list of Higher Education Act Title VI language/area centers in Wisconsin, related professional papers and presentations, members of the American Council on the Teaching of Foreign Languages distance learning special interest group, statewide membership of the cooperative language program, professional language organizations and language programs, a distance education survey form, site coordination checklist, and an instructional design timetable. (Contains 30 references.) (MSE)

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DISTANCE EDUCATION TECHNOLOGY: FOREIGN LANGUAGE INSTRUCTION IN WISCONSIN

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INTRODUCTION

The demographics of secondary students (grade 6 through grade 12) enrolled in "foreign" language classes in Wisconsin have remained stable over the past decade. Commonly taught languages (CTLs) French (16%), German (12%), Latin (1%), and Spanish (60%) receive the largest percentage of student enrollments.[1]

Presently, few language teachers who hold Wisconsin certification for a CTL are prepared to teach students who seek instruction in non-Indo-European languages. These teachers often find that it is difficult as a working adult to acquire a certifiable proficiency in an Asian, African, or American language often identified as a less commonly taught language (LCTL). Consequently, a mismatch may be evolving between languages that districts offer and languages that the state needs for economic transactions. Moreover, this mismatch is aggravated by the fact that school districts rarely provide sufficient language instruction to enable students to acquire a level of proficiency (advanced) necessary for government or business employment.[2]

Implications for Wisconsin

This demographic and instructional situation is particularly critical for Wisconsin. The USED-administered HEA Title VI National Language and Resource Centers reside at the Madison and

Milwaukee campuses of the University of Wisconsin. (Appendix A - HEA Title VI) In addition, Governor Thompson has created a Wisconsin International Trade Council (WITCO) in which language proficiency is an important component. The Council has identified 14 LCTLs (Arabic, Chinese, Czech, Greek, Hebrew, Hmong, Hungarian, Italian, Japanese, Menominee, Ojibwa, Polish, Russian, and Turkish) among others which are offered on a regular, sequential basis at state institutions of higher education. Likewise, Thompson initiated the TEACH Initiative to wire schools and classes to the Internet to provide greater electronic connectivity.

As an alternative to face-to-face classroom language instruction, distance delivered instruction is still an untapped Wisconsin resource for languages having low enrollments. A few members of the Wisconsin Association of Foreign Language Teachers (WAFLT) have presented papers describing distance-delivered instruction. (Appendix B - WAFLT Papers) However, most technology presentations at WAFLT have dealt with in-class (one site) computer applications. For the most part, teachers design video, CD-Rom, Web-pages and Internet activities to supplement the class curriculum and not to disseminate instruction to other districts or schools.

Research concerning distance-delivered instruction is limited. A few Wisconsin scholars (Davis, 1996; Davis & Smith, 1994; Hoyt & Geisler, 1997; Gibson, 1998) have published results from research that compare traditional instruction (same time,

same place) with distance-delivered instruction (different time/same time, different place). Members of various organizations concerning language pedagogy such as CALICO (Computer Assisted Language Instruction Consortium), ACTFL (American Council on the Teaching of Foreign Languages) and the NCO-LCTL (the National Council of Organizations of Less Commonly Taught Languages) debate applications of distance delivered instruction (Dwert & Heining-Boynton, 1997; Mugane, 1997; Taj, 1997; Zsiray, 1995). Although language scholars (Alosh, 1997. Bush & Terry, 1997; Chávez, 1997; Earp, 1998; LeLoup & Ponterio, 1998) have published materials describing various computer software or CD-ROMs applications for specific skill instruction, few (Borland, 1996; Fast, 1997; Cahill & Catanzaro, 1997; Gilsan et al., 1998; Johnshoy & Yaragmachi, 1997) have addressed remote site instruction. (Appendix J - LCTL Organizations)

This article will outline issues of distance-delivered education. More specifically it will address selection of technologies for distance courses and the development of an instructional design.

TECHNOLOGIES FOR DISTANCE EDUCATION

The selection of a technology or technologies is crucial for a worthwhile program (Evans, 1993; Hanson, 1995). Often educators, teachers, and administrators are overwhelmed by choices. The Wisconsin Association of Distance Education Networks lists over 60 different organizations which utilize various technologies.

Limitations to Foreign Language Courses

Several reasons contribute to the limited availability of distance courses for "foreign" languages. Most important is the lack of support but other reasons include lack of materials, appropriate equipment, funding, and training.

Instructional Materials

At most institutions, the development of new program materials is not considered as part of the tenure or promotion assessment. Consequently, University of Wisconsin System teachers and to a certain extent Wisconsin Technical College System teachers who do develop materials must do so on their own time and acknowledge that these materials cannot be substituted for refereed publications or regular on-campus assignments. At the pre-collegiate level, time is also problematic. During the academic year, few instructors can obtain release time to develop a project. And in the summer, often colleagues are not available

to do work on a project. Moreover, the planning process requires substantial financial commitment.

Equipment

The lack of equipment or the lack of knowledge about using the equipment can become a significant limitation. In many institutions, the designated distance-instruction rooms are not designed for electronic equipment or properly wired for multiple telephone, Internet, cable, or satellite reception. Consequently, teachers are required to make special arrangement for wired classrooms or rent equipment to use in their classroom. Often students and teachers do not have proper or sufficient training in the use of the hardware. Technical support at the course-initiating institution and the course-receiving sites is critical and often lacking or not available at all times.

Funding

Money is critical to support the up-dating of hardware and software.' Equipment must be maintained and up-graded to meet current definitions of use. Instructors also require regular training in new equipment and software applications. Orientation programs for part-time instructors and substitutes can be costly and time consuming. However, few state grants fund the training of these latter teachers.

Federal funding from the U.S. Department of Education (USED), the National Endowment for the Humanities, and the U.S. Information Agency are sources of financial support for language instruction. Among the over 100 grants awarded each year, most

proposals to the USED focus on the improvement of language instruction by the implementation of technology. For instance, the USED administers the Fund for the Improvement of Post-secondary Education (FIPSE) which awards grants (FY'99 $50,000,000) for undergraduate language instruction.[4] Since 1986, very few Wisconsin institutions have received funding.[5] Likewise, few Wisconsin educators have received grants from International Research and Studies.[6] WAFLT members who represent organizations or institutions may consider submitting a proposal.

Training

Finally, students like teachers require training for using equipment and software. Student teachers rarely have a course which prepares them for distance instruction prior to certification. Heretofore, few UW Systems campus supervisors have placed a language student teacher with a cooperating teacher who teaches a language to distant sites via electronic technology.

Likewise classroom students require training. Sometimes the only opportunity to familiarize students with computer software being used in a course is during a class meeting which takes time away from language instruction. In addition, students need preliminary explanations on the protocol being used during the session (i.e., microphones on or off, repetition of name and sites). Participants need to know the procedures for resolving technical emergencies.

Types of Technologies

The following description is based upon the current state-of-the-art for distance education (Gibson, 1998). Instructors who teaching to remote sites find that a combinations of technologies work the best.

Print

Many universities and private language schools provide print-based instruction. The University of Wisconsin-Extension (UW-Ext) has offered language courses since the 1920s. Presently, the UW-Ext catalog lists 13 different languages including Arabic. According to Werther, most of the college courses are taken by current language teachers seeking recertification credits or leisure learners, predominantly women, preparing for travel. In contrast, the high school courses are designed for students who seek a language not currently offered in their district. (Appendix F - Programs)

Audio (1-way)

Several forms of audio technology can be used in a distance context. These technologies include record, tape, audio CD, and radio. Audio tape unlike other technologies is standardized and can be used by any student around the world. The UW-Ext courses in Arabic utilizes tapes for pronunciation drills. In North America, audio CDs are beginning to replace cassette tapes which replaced records used during the 1940s-60s.

Radio was a popular medium for instruction. Presently, no language courses are broadcast over Wisconsin AM or FM

frequencies. However, Wisconsin students can supplement their studies by listening to short-wave broadcasts from national radio stations such as Radio Moscow or Radio Cairo or Voice of America in a target language such as Amharic, Arabic, Hausa, or Swahili.

Electronic Writing

Electronic writing comprises synchronous and asynchronous platforms. Language students using a synchronous platform can read messages immediately such as telex and the facsimile (FAX) machine that digitizes print to be sent over the telephone lines. It is a form a copy service which is particularly useful for language teachers and students when speed is critical for viewing a printed (such as an exam or evaluation) or signed page.

Language instructors have developed computer software for MUSEs/MUDs/MOOs (multi-user simulation environment/domain/object oriented) so that students may write to one another in a target language in real time. Few of these sites have originated in Wisconsin.

On-line email or "chat" is a connection of two or more computers in which students or teachers may send messages in real (same) time. To write in some languages where fonts are not readily available, the student must adapt a new system (French without accents, Arabic and Japanese in roman script). As a result, students are not actually practicing authentic writing and become frustrated at being required to learn a second writing system." For example, no one in North Africa or Japan uses roman script to write. Many of the diacritical marks are not

available or may require additional software for the sender and receiver who attach formatted files to email messages.

On-line asynchronous conferencing is growing in popularity. Several listervers created in Wisconsin provide for correspondence in the target language such as Amharic, Swahili (Kuntz, 1995) or Yoruba.[9] Recently, teachers of languages at a distance created a listserver to discuss instructional issues.[10]

The asynchronous platform allows for thoughtful writing. It often attracts the student who does not talk in a traditional class or who likes time to reflect on issues. In this case, email (electronic mail) written off-line and then up-loaded to an account or attached to a message is preferred. As a result of the TEACH Initiative (Governor's Office, 1997), students and educators can easily acquire email accounts. For instance, in Madison, all public school students and teachers (including substitutes) may obtain school accounts.[11] At the UW-Madison, teachers can create a listserv/er for distributing announcements and for students to make general inquires. Because the service requires a subscription, teachers can restrict the list to enrolled students only. First-year students of French have an additional opportunity. They may submit weekly essays to an on-line tutor for evaluation and editorial suggestions prior to printing the final draft for a grade.[12]

Finally, audio-graphic is a technology that enables still video to be transmitted. With a telephone conference connection for audio transmission, this technology allows the instructor to

write or draw an image on an electronic tablet, show a document, photographs, or slides. This format is most appropriate for teaching reading and writing skills. It works well for languages not using the roman alphabet such as Ancient Egyptian, Arabic, Chinese, Farsi, Hebrew, Hindi, Korean, Japanese, Thai, or Urdu.

Audio-conferencing (2-way audio)

Teleconferencing is a common tool of communication and instruction. HAM, radio operators and users of CBs have benefitted from the airwaves in communication.[13] Increasingly, UW System campus instructors are using conference telephone calls for preliminary interviews. They ascertain the level of proficiency for language course placements or for teaching assistant selection. The offices of abroad programs staff often utilize telephone interviews to facilitate selection of students seeking participation in an abroad program. In the 1980s, the Ohio State University developed a tutoring service which utilized weekly telephone conversations. Presently, Wisconsin language teachers have not designed a language course for this technology alone.

Distant students of languages participating in this technology have the option of developing real-time communicative competencies. Educational Teleconference Network (ETN) is an example of an interactive audio system. Russian and Japanese are offered under the auspice of ETN and use audiographics.

The photophone has potential for instruction; however, few institutions and distance sites have such equipment.

Video and Audio

Video and audio technology includes one-way and two-way interaction.

One-way video + one-way audio.

One-way video/audio is an excellent delivery system for illustrated lectures and demonstrations. Language teachers can provide cultural notes concerning different aspects of countries where the target language speaker lives.

1. video cassette. Video cassette has become a standard component of traditional and distance education. Since most homes or work places have VCRs, students do not find using a video cassette difficult. Unlike the audio cassette, the manufacturers produce video cassette in several formats and band width. Therefore, a cassette purchased in Europe or Asia may not function in North American equipment.

2. broadcast TV (analog). Broadcast programs such as those produced by National Public Television or programs produced for distribution over commercial television are possible (KET - Latin and German). Broadcast TV utilizes a wide bandwidth to ensure quality reception. The viewing is free to the public but credit requires a payment for the course materials and overhead costs. Examples of LCTL instruction made available via public television are the work of the University of Alabama and Georgia Public Television concerning Japanese.

Presently, the Wisconsin Educational Communications Board is broadcasting two beginning language programs -- "Destinos"

(Spanish) and "French for Action" on Saturday mornings for an hour."[4] This public service enables potential students to try language learning and for new students to practice or maintain skill over the weekend or during vacations.

The next forms of audio and visual technology illustrate a structured delivery. If students have an opportunity to telephone or fax questions to the instructor, they are given only a few minutes to do so. It is not possible for students to talk to one another at remote sites. Moreover, if students do not ask questions, the teacher is obligated to use the time productively.

3. ITFS or microwave TV. Instructional television fixed service (ITFS) is a relatively inexpensive for of course delivery. Its microwaves have a range of 25 miles for small area distribution. Most materials are pre-recorded in a studio. To accommodate student questions, most ITFSs also include a bridge. Many school districts utilize this technology to offer language instruction not possible in each school. In this situations, class schedules at all school must be synchronized. Several of the state technical colleges and universities provide courses to local school districts. The Clintonville school district, in contrast, services other surrounding districts. (Appendix F - Programs) For instance in Madison, Wisconsin, this delivery system is not possible for instruction of less commonly taught languages such as Chinese, Japanese, and Russian. In addition, topography (mountains or buildings) can block transmission.

4. cable TV. Cable TV involves the distribution of a signal through a coaxial or fiber-optic cable which is connected directly to the viewers television. Since most families have a cable subscription, this delivery system is possible for adults and youth. In addition, to cable courses, students can view programs from a target-language country without the distraction of subtitles. Unfortunately, not all pre-collegiate schools have cable connection.

5. satellite TV. In addition to the above TV services, students can receive direct broadcast satellite programming via a small satellite dish (Ku-band or C-Band). The more expensive Ku-band technology is affected by weather conditions while the C-band is affected by microwaves. In addition, instructors must consider the types of downlinks such as fixed or steerable available to their students. All equipment related to these technologies must be compatible with the frequency used. The dual-band, steerable downlink is most expensive. Presently, few languages courses are broadcasted directly. Potentially, more homes will purchase this delivery service to allow family members to enroll in courses. Country-created programs such as those rebroadcasted by SCOLA frequently use dialects or slangs which may overwhelm a beginning language student.[15]

6. CBT. Computer-based training/instruction comprises the use of a personal computer used by the student independently. Heretofore, few distance education courses have

used laser disks, CD-ROMs, or special computer programs for several reasons. First, the hardware on which to run these technologies has been expensive. The time involved in preparing courseware is expensive. Third, some products are designed for Windows or MAC platform. Until recently, these systems have not been interchangeable. Once the course materials have been digitized, CD-ROM, with large storage capacity, is inexpensive to duplicate.[16] It is expected that this technology will compete with the audio-tape and video-tape. University of Wisconsin instructors has created CD-ROMs to accompany new textbooks for French and Yoruba.[17]

Two-way video + two-way audio.

Although two-way video/audio may appear to be the "best" technology, it may not be the most appropriate or feasible for language instruction.

1. Internet/WWW (computer conference). The use of the Internet and its associated services is quite extensive. Students of all ages have found this technology perhaps the most engaging. In fact, articles are written about addicted students who browse the WWW unceasingly to the detriment of other daily activities. Most WAFLT panels and foreign languages courses dealing with technology illustrate applications of the Internet to instruction. The power of the computer with ethernet or a high-speed modem can bring virtual reality to the user (Rosen, 1995). Web pages are becoming a standard feature of distance-delivered courses.

2. compressed video. Compressed video is the least expensive format which requires additional equipment to re-code the signal.[18] Most instructors are limited to four sites for effective teaching. In addition, the stationary cameras are limited by capturing only simple graphics or texts (similar to that required of overhead projectors). The costs are higher than other technologies since the band is carrying both visual and audio digital information. Most annoying is the delay or echo created between sites. This phenomenon is frustrating for teachers trying to maintain instruction in the target language or to access pronunciation.

Description of Transmission Networks

In the case of the WAFLT membership, many members will need to collaborate with others through the state department of education to reduce duplication of course development. Some of the commercial servers provide instruction that can complement a district program. With the emphasis on culture among language instructors, a visual technology will be more appropriate than audio only.

Some programs for WAFLT members might include information on:

- the integration of National Standards for Foreign Languages with distance applications[19]
- the use of technology
- new instructional methods

. the oral proficiency interview (assessment system)

. the integration of culture from the target language countries (French - Africa, Latin America; Spanish - South America)

The number and location of learners can be any place in the Wisconsin. In reality, most locations will be found at county seats or at colleges and public libraries where connectivity is possible. Language teachers in small communities may own satellite dishes or high-speed computers that will enable them to enroll in a methods course or down link a language course. The costs at this point will vary due to the location of the teacher and school.

The organizational climate will also determine the breadth of course receptivity. For instance, language courses drawing few students may not justify allocation of space and time within the school schedule.[20] In order for students to participate in same-time/remote-site classes, school administrators may need to synchronize their class hours.[21]

The results of the survey (Appendix F - Survey) indicated that distance education program received funding from several federal and state sources. Although public secondary schools offer several language programs, tuition fees may not be a source of funding. However, at the post-secondary level, tuition can fund production and receiving costs. According to the National Council for Languages and International Studies (NCLIS), federal funding (U.S. Department of Education) for educational technology

will increase for the next 3-year cycle.[22] The federal government provides matching funds for most LCTL instruction to world area centers on a competitive basis. (Appendix A - HEA Title VI) Therefore, WAFLT members may want to seek funding in collaborate with a HEA Title VI Center in Madison or Milwaukee faculty member such as:

LANGUAGE	REGIONAL CENTER
CTLs	
Spanish	Latin America, International Studies
French	Africa, Asia, Latin America
German	International Studies
Latin	International Studies
LCTLs	
Arabic	Africa
Chinese	East Asia, South East Asia
Hebrew	International Studies
Japanese	East Asia
Portuguese	Africa, Latin America

Recommendations

A combination of several technologies with print materials appears to be the most efficient delivery system. Responses from teachers of distance language courses or producers of language courses indicate a preference for technologies that utilize two-way video and two-way audio (Appendix F - Survey). Many pre-collegiate instructors rent time from commercial organizations such as SERC or StarNet or produce programs in a district area. Purchased language programs include the CTLs and the less commonly taught languages LCTLs such as Chinese and Japanese.

Advantages

Technology can provide instructional variation. Because students have different learning styles (visual, audio, tactile) and multiple intelligences (verbal, logical, visual, musical, kinesthetic, naturalist, interpersonal and intrapersonal), they require a variety of instructional delivery. This need is magnified when students enroll in a language class taught from a distance or are in an independent study course. However, technology enables students to interact with a potentially wider net-work of scholars and students than would be possible in an in-class setting.

Disadvantages

Technology costs money not only for the teacher-producer but also for the student. Some courses that utilize computer conferencing, for example, require powerful computers and high-speed modems in addition to payment for books and tuition. Even if students acquire the hardware and software, they may not understand how the system works. At a distance they may have difficulty resolving technical problems and fall behind in their assignments."

Conclusion

Distance education provides a great emphasis on learner-centered instruction. An instructor for the most part support the effort to increase students responsibility for their learning. Nevertheless, there are many caveats in considering a distance delivered language program. In addition to the issues

of technology selection and connectivity, of registration, of teacher training, there are issues of curriculum planning and instructional design.

INSTRUCTIONAL COURSE DESIGN

One of the major issues of creating a distance-delivered "foreign" language course is the amount of time necessary to design the curriculum and to practice the instructional strategies. Teaching "live" to remote-site students requires carefully choreographed plans for the teacher, the site coordinators, and technician for each "broadcast."[24] (Appendix L - CIC)

Because language courses in many districts are elective, teachers of these courses must be creative and well prepared to attract students and to maintain enrollments. This situation contributes to the need for sufficient time being allocated to planning and practice necessary for an on-air or on-line language course. Typically, language teachers do not lecture; rather, they plan short, thematic activities which revolve around cultural and linguistic skills of a unit. In addition, language teachers are known for creating pair and group activities to increase student production (speaking or writing) in the target language. The distance education teachers must create these remote-class strategies even more carefully than in-class teachers do to insure participation of all remote-site students. This planning is particularly true when there is no site language teacher to assist students. Despite this head start in student-focused activities that language teachers have over teachers of other disciplines, planning is still critical and perhaps the

most time consuming part of a course. A critical error for teachers is their underestimation of the time necessary to design a course even when the teacher has taught it previously. (Appendix K - Instructional Design Timetable)

Analysis

The analysis part of a 4-part paradigm (analysis, development, implementation, evaluation) may take more time than the actual instruction. For this reason, many new distance education teacher and staff reduce or ignore the time recommended for course analysis. Typically, the analysis phase comprises four activities: needs assessment, learner assessment, task and content analysis, and writing course objectives.

Needs Assessment

At the pre-collegiate and collegiate level, teachers propose new language courses to principals, learning coordinators, district supervisors, department chairs, and deans. For a typical in-class/on-campus course syllabus, teachers often receive time off to prepare. However, rarely does in-class preparation require the detail and clarity of delivery necessary for successful remote-site instruction. The flexibility that campus teachers have to adjust content and presentation over a semester or year is rarely available to secondary school teachers delivering instruction to a distant population. Consequently, teachers must have a clear understanding of their students' needs and district/system goals.

Many new teachers or untenured faculty members are attracted to glitzy technology. However, these innovative teachers may not benefit professionally from time taken from other duties to design distance-delivered courses. Yet, in some Wisconsin districts, a basic language program comprising four years may require remote-site instruction. In addition to questions about personal needs, teachers must pose pedagogical and administrative questions such as:

What are the positive aspects of introducing new instruction on a given topic at a given time?

What type of technical support is available at the campus and remote sites?

How often will up-grades in technology be required?

How can one teach a language "across the curriculum"?

How might distance instruction impact teachers' career goals?

What are the negative consequences if instruction is not provided?

By not offering a language through a four-year sequence, to what extent are Wisconsin students handicapped in their employment opportunities and further general education?

How are advanced placement courses taught presently and how might technology change the course content?

Would distance-delivered courses enable Wisconsin students to attain a greater language proficiency?

Would distance-delivered language programs at the elementary school level be appropriate and possible?

What types of articulation is between elementary and middle, middle and secondary, and secondary and tertiary schools?

To what extent do student enrollment changes (contracts and vouchers) during the academic year change language offerings?

What type of collaboration could teachers at the Milwaukee immersion schools have with language teachers in less populated communities?

What are the agreements for teacher security found in local and state teachers union contracts?

What is the support of the local school board and superintendent? Not to teach a language to a given level might result in less state and federal funding for education and for business and industry (Sandrock, 1993).

Learner Analysis

Increasingly, language teachers survey their students at the beginning of each course. These data provide information for customizing instruction, personalizing assignments, and correcting misconceptions. When one instructs students at remote sites, this information becomes essential for instructional adaptations. For instance, many experienced distance education (DE) teachers advocate a maximum of ten students per site and no more than three remote sites (i.e., 20 students). A small number of students per site enables pair work that teachers can potentially monitor from the campus site.

Students who have previous experience in DE classes can assist novice DE learners in becoming responsible for their learning. Distance teaching environment quickly reveals which students are serious and do very well. Poor students are immediately identified and become better students or drop the course.

Teachers also need to know the content experience of students. False beginners often slip into beginning classes that are taught at a distance. The registration practices concerning prerequisites may vary from site to site.[25] Frequently, the teacher has no control over registration except for capping enrollments. Placement tests may become valuable diagnostic tools to improve instruction.

Task/Content Analysis

In many districts or systems, teachers design their courses to comply with national, state, district, or department standards.[26] Most standards dictate the skill level for speaking, listening, reading, writing, and culture comprehension. When language courses include students from different states or districts, teachers may need to identify where differences exist in state guidelines. Some universities require a specific exit proficiency and many businesses seek an oral proficiency rating of "advanced-plus." Until "foreign" language educators produce an instrument for language assessment equivalent to TOEFL (Test of English as a Foreign Language) or TOEIC (Test of English for International Communication) for students of English, language

teachers will need to describe course content in detail. In addition, teachers will need to decide if their course content requires prerequisites. Finally, can teachers enumerate the knowledge, skills, and job requirements to be learned in the course?

Objectives

For a decade or so, writing learning objectives has been out of favor among teachers. In the past, teachers could discuss issues of course objectives and articulation to the next course in an informal setting. However, remote-site students, administrators, and advisors may find knowing what the objectives of the course entail is essential in their work. Since discussion on-line time is expensive, teachers may find that writing objectives which are linked to learning activities and performance assessment can be very helpful for their lesson presentation. These specified objectives contribute to the marketing of the course. Scripted objectives for listening, speaking, reading, writing, and culture competencies provide the consumer with a guarantee for a specific level of language proficiency.[27]

Design/Development

Distance educators involved in instructional design recommend that teachers consider five components for each learning objective.[28] They are preparation, presentation, participation, practice, and performance. Although in-class

teachers may subconsciously consider these components in developing a syllabus, unit, or lesson plan, remote-site teachers will find that articulating each of the five components in written form is crucial for a coherent and smooth delivery.

Preparation

The preparation component readies the students for learning. Some type of attention-getting technique is necessary to focus the students on the teacher. After setting the class tone, teachers needs to establish a context for new learning in relation to previous lessons or courses. Students should know at the beginning of each class what the teacher expects them to know by the end of the class. Teachers need to check that the students have all necessary materials and resources to complete the day's activities. Because the teacher and students are dependent on the technology for instruction, teachers and students need to understand the consequences of disciplinary infractions. Each school site may have different regulations.

Presentation

The presentation is the core of what the teachers are trained to do. Teachers implement distinctive instructional activities. To maintain students' interest, presentations should provide a variety of activities and media, such as definitions, discussions, examples/non-examples, case studies, and summaries. In essence, the goal of the presentation is to provide information to support the learning objectives. In the language

course, the teacher may use a theme or context as a target-language cultural component of the learning paradigm.

Participation

During participation, students process the newly acquired information. In addition, this component involves students more actively in the lesson to deepen their comprehension. Rather than assume passive acquisition, active participation is critical for language students as they acquire the target language and culture. Some activities might include application or observational exercises, reflective questioning, rhetorical and application questions, and simulation or case studies. In the foreign language setting, students would perform these activities in the target language at their site and across sites. In the latter situation, clear directions to remote-site students and to the site coordinators or technicians is essential.

Practice with Feedback

The inclusion of this component is based upon the premise that people learn from their mistakes (operant conditioning). Under supervision, students can test the extent to which they have acquired a designated proficiency and the degree to which they can manipulate their language in different situations. Written and oral test or quizzes are the most popular methods of providing feedback on discrete points. However, simulations and actual performance may provide an accurate record of internalized knowledge. Creating opportunities for students to communicate in writing or speech with target-language speakers is the goal.

Various types of technologies (e.g., Internet, HAM radio, compressed video, and telephone) allow students to practice the target language.

Performance Assessment

Teachers may deliver feedback and final assessment results though a variety of media such as on a grade transcript or by telephone, on-line using email, letters, or in person. This evaluative information verifies that students are capable of meeting the objectives of the course (e.g., speaking at an advanced-plus level on the ACTFL oral proficiency profile or writing an opinion piece). Teachers can also classify their students' performance with the standards established for the nation, state, or district.

Implementation

Implementation of a distance delivered course requires a plan that details the logical requirements and describes the system prepared to support off-campus students.

Logistics

Each lesson must be choreographed so that the cameras, computers, fax machines, and telephones are in working order. Unlike for the on-campus teachers, the DE teachers must communicate every detail so that the remote-site support staff and students know exactly what they should do concerning the lesson and the technology. (Appendix G - Site Coordination) In a distance learning format, instruction is much more public and

is subjected to greater criticism than campus classes. In contrast to campus courses, it takes several years to recover the costs of a distance-delivered course production. If the teaching staff or technology changes, the operational costs may be difficult to recover. Retraining of all personnel will be necessary.

Finally, the teachers involved in these courses must seek to participate in distance education workshops and institutes. Particularly at collegiate levels, some assistant professors are understandably resistant to instructing such courses. If the non-tenured faculty are the only teachers able to instruct a language, it is best not to request their services until they are tenured regardless of the potential teacher's interests and the needs of the students.[29]

Learner Support

When students and teachers do not meet in a face-to-face setting, communication alternatives must be numerous and frequent. This section describes some of the potential areas of miscommunication. An example of an excellent learner support system is one developed by the UW-Madison College of Engineering for their students of the Japanese taught through audiographics (Davis, 1994, 1996). Remote-site students received all the privileges of the campus students.

Learner profile.

Each language program and perhaps even each class will have a different student profile. To avoid making assumptions about

students, distance educators recommend that teachers collect information from students on a variety of topics. These topics might include: prior course knowledge; prior skills (levels of listening, speaking, reading, writing, and cultural sensitivity); experience in a target-language country and in the use of technology; analytical and conceptual abilities; cultural, social, and economic backgrounds; learning styles (visual, audio, tactile or group, individual); and course goals."[30]

Preparing to learn.

To prepare students who do not have ready access to the campus/school for the class, teachers need to review the goals of the organization, the purpose of the course, the learners' profiles, and the available resources. Teachers or staff might anticipate student questions and create a brochure of the most frequently asked questions.[31] These materials might engage the students in some action. In a distance delivered course such materials might help students allocate time for classes and homework and rearranging family responsibilities. Providing telephone numbers (preferably toll-free), fax numbers, email addresses, and web sites for contact persons is reassuring to students. While a list of participants consoles students, the ability to contact them enables novice students an opportunity to raise questions and vent frustrations in a safe environment. Students might contact the hot-line where English (native language) is allowed.

Maintaining motivation.

Loneliness is a major problem for students enrolled in a distance delivered course. The teacher and staff have an obligation, often one greater than the on-campus teacher, to create lessons that motivate their students to continue studying on their own. Personalizing the activities in each lesson can increase student motivation. Prior to delivery of the course, teachers might test content with a focus group of possible student types. In addition, the teacher can assign various duties to the site coordinator, such as tutoring and advising, check on student's personal needs, or being a facilitator of local supplementary activities such as lectures, films, or exhibits.

Dealing with problems.

At a distance, problems can seem enormous. In contrast to campus students who have an awareness of the institutional services, those who study at a distance are often handicapped by not knowing what to do or who to contact. In addition, the remote-site student may not be able to contact a campus staff. Consequently, the students may drop out unnecessarily. Therefore, teachers need to have a mechanism for resolving problems and for informing students thoroughly in advance of the format and process of solving problems whether they be personal, technical, academic, or procedural.

Evaluation

The evaluation sequence is often the weakest park of the instructional design. Although course evaluation (formative) are usually completed as for on-campus classes, summative evaluations frequently are ignored or completed in haste. For the distance delivered course, it is the latter evaluation which is critical for any innovations and changes. Often it is this evaluation which will determine if a language course continues and if the program will obtain additional funding. Therefore, the components, the data collection, the analyses of issues in the report may determine the future of language instruction in Wisconsin.

Components

The components of a typical evaluative report includes items such as the syllabus, grades for the mid-term and final assessment, the purpose of the course, and course evaluation. Some of the evaluative questions might focus on teacher delivery, course content, student-teacher interaction, teacher accessibility, problems with technology, site coordinator, and administrative support. The evaluator will want to check with students, teachers, staff, and administrators concerning the interpretation of the purpose of the course. It is likely that the original purposes may have changed by the end of the course. This change may influence the decision of continued agency funding.

Data Collection and Analysis

There are a variety of methods of collecting data for the teacher and staff to justify their recommendations. Surveying students (parents of pre-collegiate students) periodically using the institutions' course evaluation is one strategy. If teacher do not plan to visit students at remote sites, a survey instrument may be the most efficient. However, another strategy might be to meet students in-person and informally discuss the pros and cons of the course and program. A case study approach might be assigned to each site coordinator. In so doing, each site could be view as a separate entity. The type of information might include reactions to course content, people, and technology. Students might be asked about the supposed quality of their learning and the behavior that their learning might have generated. Teachers or evaluators might also seek to understand the social impact of the remote-site experience.

The type of questions that the teacher seeks to answer and the number of students may determine the nature of the summative analysis. The analysis may be made through statistical analyses with descriptive or inferential measures or with more subjective or value-laden measures. Regardless of how the analysis is conducted, the teacher must often produce results in a specific time sequence and in a given framework. Time should be allocated for this activity in the planning stage.

Conclusion

Regardless of the language or the technology, teachers and their support staff need to design instruction that answers questions raised concerning analysis of needs, course development, implementation, and course/program evaluation. All these caveats may seem common sense to most teacher; however, sometimes the remoteness of instruction interferes with what educators might think to be normal procedures. Teaching to people that one has not met in person, maintaining a content focus, interacting with students, watching the time, and operating various technologies can become a challenging experience. Therefore, skipping any one of these steps may result in failure and a waste of time and money. On the other hand, following these four steps will most likely lead to a successful distance language programs particularly for the LCTLs, satisfied Wisconsin consumers, and happy state administrators.

NOTES

1. Paul Sandrock, Language Consultant - Wisconsin Department of Public Instruction (November, 1998). DPI licenses teachers of less commonly languages including American Sign Language, Russian, Chinese, Japanese, Italian, Ojibwa, and Hebrew.

2. Peter Frank - Wisconsin Word Trade Center, Pfister Hotel, 424 East Wisconsin Ave, Milwaukee, WI 53202-4406 <pfrank@wistrade.org>
Lance Ahearn, 8127 North Grayloq Lane, Fox Point, WI 53217
Tim Stellmacher, 3476 Townline Rd, West Bend, WI 53095
See also: ERIC. (1998). K-12 Foreign Language Education. *The ERIC Review*, 6/1 (Fall).

3. Governor Thompson (Wisconsin) proposed the TEACH Initiative (Technology of Educational Achievement) to wire all Wisconsin K-12 schools to the Internet. However, his initiative fails to provide funding for connectivity past the first year or any type of training for teachers in using the Internet. School administrators have to compete for federal money on an annually.

4. Christine Cory oversees this program. (202) 401-9783 or <christine_cory@ed.gov>

5. Wisconsin institutions receiving FIPSE grants:

1995	UW-Madison	Chinese & Japanese	$80,000
	Milwaukee ATC	Business Spanish	$85,386
1992	UW-River Falls	Business German	$52,075
1987	UW-Stout	Chinese	$45,000

6. In 1992, Kuntz received an 3-year IR&S grant to conduct summer institutes for secondary teachers of English, French, and social studies concerning African literature curricula. The grant also included the disseminate of participants' results on the UW African Studies Program Web site. $180,180

1993	UW-Madison	Native Speaker Russian	$96,878
	UW-Madison	Varieties of Malay	$96,978
1992	UW-Madison	CAI in Russian	$46,126
1991	UW-Madison	Reading in Indonesian	$192,181
1990	UW-Madison	Intermediate Yoruba	$64,444

7. Interview with David Werther, University of Wisconsin-Extension (Liberal Studies and Arts) on 13 August 1997.

8. For a pedagogy class at the University of Wisconsin, Emi Yamanaka and Emiko Yasumoto (Dept. of East Asian Languages and Literature) designed a research project to test novice and intermediate students' reaction to using romaji while "chatting" on-line with Daedalus software. These students design their project based on the work of Margaret Beauvois.

See: Beauvois, M.H. (1997). Computer-mediated communication (CMC): Technology for improving speaking and writing. In M.D. Bush (Ed.), *Technology-enhanced language learning*. Lincolnwood, IL: National Textbook Company.

9. Diane Kovacs <dkovacs@kentmv.kent.edu> has maintained a list of language listservers for several years. To obtain her list, send a email message:
TO: listserv@kentvm.kent.edu
get acadlist readme

10. Distance Learning Foreign Language Teachers - (dlflt) Listserv
TO: listproc@list.gatech.edu
SUBSCRIBE dlflt@list.gatech.edu Firstname Lastname

Just mail this e-mail and instructions will follow. Questions? Problems? E-mail to the listowner, Carolyn Cole, at <cc98@prism.gatech.edu>.

11. One permanent teacher of French sent her daily lessons and supplementary assignments by email from France to her substitute. This technology enabled both the substitute and the students to correspond with the permanent teacher on a regular basis concerning grades, letters of recommendations, school activities, and summer programs.

12. French 101/2 See: FRUITS - Nelly Halzen, Dept. of French & Italian <nhalzen@facstaff.wisc.edu>

13. The collapse of the Soviet Union was announced in Russian over a HAM radio.

The Annenberg/CPB Project [(800) LEARNER] and the Geraldine R. Dodge Foundation have funded two college language programs. *Destinos* (1992) written by Bill Van Patten (University of Illinois) and *French for Action* Rebecca Valette (Boston University) in cooperation with the McGraw-Hill Publishing Company. A German and Italian program will be available for September, 1998. WGBH television broadcasts the programs during weekday hours.
Contact: Wisconsin Education Communications Board % Charlotte Bell (608) 264-9730 <cbell@mail.state.wi.us> Programs have been offered for college credit at UW-Whitewater and Milwaukee Area Technical College. WECB/WPT broadcasts *French for Action* and *Destinos* regularly. Most requests for these program are not for credit.

15. SCOLA, a non-profit educational organization, transmit programs from over 40 countries. (712) 566-2202 <scola@scoa.org>

16. National publishing companies now include CD-ROMs as part of the language product package. Instructors of LCTLs are also preparing CD-ROMs such as those available for Arabic, Chinese,

Japanese, Portuguese, Swahili, and Yoruba. See: Rosetta Stone Language Library -- 20 languages designed for two levels (800) 788-0822 or www.trstone.com. Another source of software available on CD-ROM is the World of Reading, Ltd. (800) 729-4703 polyglot@wor.com.

17. Neither of these courses are designed specifically for distance-delivered courses.
Magnan, S.S. et al. (1998). *Paroles*. Orlando, FL: Holt Rinehart Winston.
Schleicher, A. (1995). *Je K'a Ka Yoruba*. New Haven, CT: Yale University Press.

18. The Cooperative Language Program (UW System campuses) provides first and second year instruction for Chinese, Japanese, Portuguese, and Russian. Lauren Rosen coordinates the program from the UW-Madison campus. (608) 262-4066 <lrosen@facstaff.wisc.edu>

19. At the ACTFL '98 meeting, Heinle staff (Pamela Warren) and textbook/software authors (Jeanette Bragger and Donald Rice) discussed the integration and application of Internet web sites with National Standards. (800) 237-0053 www.heinle.com
See also: Lyman-Hager, M. & Burnett, J. (1998). Meeting the needs of all learners: Case studies in computer-based foreign language reading. In J. Phillips (Ed.), *Foreign language standards: Linking research, theories, and practices* (219-252). Lincolnwood, IL: National Textbook Company.

20. Upper-division courses of Japanese, Chinese, Latin, and German often result in a mixed-level class. This arrangement is not always the most advantageous for the advanced set of students.

21. In the Madison Metropolitan School District (Wisconsin), few school have identical start-times and daily class schedules. Often principals arrange bell schedules to meet the needs of bus companies, state legislation, athletic programs, block scheduling, and curriculum innovations.

22. J.D. Edwards (Executive Director-NCLIS, 4646 40th Street NW, Suite 310, Washington, DC 20016) memo 8 August 1997. <www.languagepolicy.org>
"We are proposing ... to strengthen outreach to K-12, and to encourage greater use [sic] technology."
Appropriations (November, 1998) for technology in FY'99 include:

Technology for Education	$637,100,000
Star Schools	$ 45,000,000
***	
Foreign Language Assistance	$ 6,000,000
Intern'l Ed. & FL Studies	$ 67,536,000

23. One of the University of Wisconsin Distance Education Certificate course required work on the WWW prior to the telephone conference. Because of the heavy student use on the Wisconsin server which hosted the course, participants could not post their projects or questions to the Wisconsin Web site during the assign time.

24. The University of Wisconsin, College of Letters and Science, has offered several language courses from the Madison campus. The Department of Scandinavian Studies offered Norwegian 101 during the summer of 1997.
http://polyglot.lss.wisc.edu/scandst/norsk/home.html (model)
http://midgard.lss.wisc.edu (actual site for summer course)
The following fall the Department of Slavic Languages and Literature offered Polish 207 (third semester).

25. In the case of a Norwegian class taught during the summer, only one of the students was enrolled for credit. The other students at the remote campus were "special" non-credit students.

26. ACTFL (1995). *Standards for foreign language learning: Preparing for the 21st century*. Yonkers, NY: American Council on the Teaching of Foreign Languages.
www.actfl.org/htdocs/standards/standards.htm

McMillan, C. (1995). *Language education at the state level: An update of activities*. Washington, DC: Joint National Committee for Languages.

Moschkau, B. (Ed.). (1988). *K-12 program evaluation: Foreign language*. Madison, WI: Madison Metropolitan School District, Curriculum and Staff Development.

Raven, P.T. & Wilson, J.S. (1997). *Focus on teaching foreign languages in the middle grades: a summary statements from the Central States Conference*. Little Rock, AR: CSC, Professional Development Committee.

Sandrock, P. (Ed.). (1997). *Wisconsin model academic standards for foreign languages*. Madison, WI: Department of Public Instruction, Instructional Services.

Sandrock, P. & Yoshiki, H. (1995). *A teacher's guide: Japanese for communication*. Madison, WI: Department of Public Instruction, Instructional Services.

UW System. (1989). *The UW System French placement test*. Madison, WI: UW System.

27. WIDS software is designed for the Wisconsin Technical College System to enable teachers to address competency and performance standards, guidelines, objectives, benchmarks with appropriate strategies and activities. It is possible for the WIDS staff to program the software to include other guidelines by discipline or district. Wisconsin Instructional Design System, WTCS Foundation, Inc., 1 Foundation Circle, Waunakee, WI 53597-8914 (608) 849-2411 www.wtcsf.tec.wi.us/wids

28. See Distance Education module 3. Coldeway, D.O. (1993). *Instructional systems design*. Madison, WI: University of Wisconsin.

29. Several examples of unwilling teachers have been shared at distance education meetings. In nearly every case the instruction was not successful and the student complained to administrators. In addition, "native-speaking" teaching assistants (i.e., graduate students) often required instruction in basic pedagogy and U.S. or North American culture.

30. In a summer Norwegian course, the teacher anticipated graduate students. The class comprised two retired Norwegian-Americans who did not own a computer or know how to use a computer, a high school student, one graduate student with computer experience, and two first-year undergraduates.

31. In January, 1997, the UW-Madison Norwegian instructor developed a 12-minute, promotional video to explain the instructional goals of the summer course. She sought to familiarize potential students in the various technologies as they apply to learning activities.

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* Web Sites *

BadgerNet	badger.state.wi.us/statewide/badgernet
Dept. Public Instruction	www.dpi.state.wi.us/programs
K-12 School Web Sites	www.dpi.state.wi.us/dpi/dlcl/lbstat/ed_wihtm#wisk12
Language Links	polyglot.lss.wisc.edu/langink.html
National Council Org.-LCTL	www.councilnet.org
TEACH Wisconsin	www.teachwi.state.wi.us
TeachNET (Center for Ed & Work)	www.cew.wisc.edu
WI Assoc. Distance Education	www.uwex.ed/disted/waden
WI Assoc. FL Teachers	www.execpc.com/~ehannan/waflt2.html
WI Educ. Communication Board	www.wecb.org
WI Educ. Media Assoc.	www.marshfieldk12.wi.us/wema
WI Intern'l Trade Council	badger.state.wi.us/agency/commerce
WI Technical College System	www.tec.wi.us/index.html
WI Technology Educ. Assoc.	www.platteville.k12.wi.us/~WTEA

Appendix A

HEA Title VI - Language/Area Centers

The U.S. Department of Education (International Education and Graduate Programs Service [202-401-9798]) administers several programs funded by the Higher Education Act, Title VI. The following funded centers are located at a University of Wisconsin campus (polyglot.lss.wisc.edu/):

African Languages --
Madison (608) 262-2380 <afrst@doit.wisc.edu>
(608) 262-2487 <afrlang@doit.wisc.edu>

East Asian Languages --
Madison (608) 262-3643 <eastanst@doit.wisc.edu>
(608) 262-2291 <eall@doit.wisc.edu>

Eastern European, Russian, Central Asian Languages --
Madison (608) 262-3379 <creeca@doit.wisc.edu>
(608) 262-3498 <slavicl@doit.wisc.edu>

International Studies --
Madison (608) 265-4745 <jcis@doit.wisc.edu
Milwaukee (414) 229-3757 <adye@uwm.edu>

Latin American/Caribbean Languages -- (not Spanish)
Madison (608) 262-2811 <latam@doit.wisc.edu>
(608) 262-2093 <spandept@spanish.wisc.edu>
Milwaukee (414) 229-4401 <clas@uwm.edu>

South Asian Languages --
Madison (608) 262-4884 <sasianctr@doit.wisc.edu>
(608) 262-3012 <sasian@doit.wisc.edu>

Southeast Asian Languages --
Madison (608) 263-1755 <seasian@doit.wisc.edu>

***

Center for International Business Education --
Madison (608) 263-7682

Middle East Studies -- [non-HEA Title VI center]
Madison (608) 262-3473

Appendix B

WAFLT Papers/Presentations
% Norma Meidl (Appleton West HS)

1998
Distance Education Technology: Foreign Language Instruction in Wisconsin. MMSD - Patricia Kuntz

1997
Foreign Language at a Distance. Gillett School - Judith Vandenberg & Kaye Lietz

1996
Using Learning Link Wisconsin in the Foreign Language Classroom. Madison WECB - Linda Hanson & Greg Robinson
Latin By Distance Learning: A Low Tech Approach. Saginaw Michigan Lutheran Seminary - Glen Thompson
A Crash-Course on Survival for the Distance Education Teacher. Barron High School - Irene Popo; UW-Barron Co. - Mary Hoeft

ACTFL Distance Learning SIG
Wisconsin Members

Hasler, Stephanie	Reedsburg	
Kasum, Mary	Thiensville	mkasum@acs.stritch.edu
Kuntz, Patricia	MATC/MMSD/UW	kuntz@doit.wisc.edu
Sotomayor, Maria	Milwaukee	

Wisconsin Association of Foreign Language Teachers
http://www.execpc.com/~ehannan/waflt2.html

DPI - Paul Sandrock	sandrsp@mail.state.wi.us
Madeline Uraneck (Japanese)	uranema@mail.state.wi.us

Appendix C

Cooperative Language Program

Distance Education
University of Wisconsin System
http://www.uwosh.edu/colleges/cols/clp.htm
% Michael Zimmerman (Oshkosh)
% Carol Pollis (Green Bay)
Lauren Rosen-Yeazel, Coordinator

French	
Laura Anderson	(Platteville)
Yvonne Ozzello	(Madison)
Leslee Poulton	(La Crosse)
Garielle Verdier	(Milwaukee)
German	
Siegfried Christoph	(Parkside)
David Coury	(Green Bay)
James Frankki	(Marathon Co.)
Patrick Hagen	(Platteville)
Martina Lindseth	(Eau Claire)
Jan Seiller	(Stevens Point)
Japanese	
Fumiko Fukuta	(Oshkosh)
Jack Peters	(Superior)
Russian	
Martina Lindseth	(Eau Claire)
Leslee Poulton	(La Crosse)
Benjamin Rifkin	(Madison)
Spanish	
Laura Anderson	(Platteville)
Nancy Hesert	(Marathon Co.)
Peter Hoff	(Whitewater)
Martha Wallen	(Stout)

(September, 1998)

Appendix D

LCTL Organizations

National Council of Organizations of
Less Commonly Taught Languages
http://www.councilnet.org
<ncolctl@nflc.org>

% National Foreign Language Center, 1619 Massachusetts Ave., NW, Suite 400, Washington, DC 20036
(202) 667-8100 fax (202) 667-6907
David Maxwell <dmaxwell@mail.jhuwash.jhu.edu>
Catherine Ingold <cwingold@mail.jhuwash.jhu.edu>
John Schillinger, Pres. <schill@american.edu>

African Language Teachers Association	(ALTA)
American Association of Teachers of Arabic	(AATA)
American Association of Teachers of Korean	(AATK)
American Association of Teachers of Slavic and East European Languages	(AATSEEL)
American Association of Teachers of Turkic Languages	(AATT)
American Council of Teachers of Russian	(ACTR)
Association of Teachers of Japanese	(ATJ)
Cantonese Language Association	(CLA)
Chinese Language Association for Secondary/Elementary Schools	(CLASS)
Chinese Language Teachers Association	(CLTA)
Council of Teachers of Southeast Asian Languages	(COTSEAL)
National Association of Professors of Hebrew	(NAPH)
National Association of Self-Instructional Language Programs	(NASILP)
National Council of Secondary Teachers of Japanese	(NCSTJ)
North American Association of Teachers of Czech	(NAATC)
Norwegian Teachers Association of North America	(NorTana)
South Asian Language Teachers Association	(SALTA)

1997, 1998 Participants from Wisconsin

Institution	Participant	Language
Madison Met.SD	Kotenbeutel, Claire	Chinese
	Kuntz, Patricia	(African)
UW-Madison	Andreasson, A-M	Swedish
	Brenner, Rachel	Hebrew
	Compton, Carol	Lao, Thai
	Cowell, Dustin	Arabic
	Hauner, Magdalena	Swahili
	Hunter, Linda	Hausa
	McGloin, Naomi	Japanese
	Mirkin, Bilha	Hebrew
	Morahg, Gilead	Hebrew
	Rafferty, Ellen	Indonesian
	Rifkin, Benjamin	Russian
	Schamiloglu, Uli	Tartar, Uzbek
	Schleicher, Antonia	Yoruba
	Taylor, Yolanda	Dutch
	Verma, Manindra	Hindi
	Yuchtman, Haya	Hebrew
UW-Milwaukee	Mazor, Yair	Hebrew

Appendix E

Technologies in Wisconsin

Educational Teleconference Network (ETN)
- 2-way audio
- Dedicated system conference line
- Operated by Instructional Communications Systems, UW-Extension
- Links to 100 extension offices, courthouses, UW institutions, hospitals, libraries

WisLine Teleconferencing Service
- 2-way audio
- Operated by Instructional Communications Systems, UW-Extension
- Links to 140 telephone lines world-wide

WisView Audiographics
- 1-way graphics (2-way audio)
- Operated by UW System campuses
- Links to sites with equipment

Internet/On-line/Web
- 1-way graphics (1-way video/1-way audio/email)
- Operated by anyone
- Links to personal computers with proper software and modem

Interactive Compressed Video Conferencing
- 2-way audio & video
- Operated via high-capacity telephone lines (ICS gateway)
- Links public buildings UW System & state
- [Dedicated fiber optic cable possible: WONDER, NWECS, CLP, ERVING, WestWING, JEDI, KSCADE]

Instructional Television Fixed Service (ITFS)
- 1-way video (cable TV)
- Operated via location connected by cable
- Links connected sites with proper equipment

Satellite Videoconferencing
- 1-way video/audio
- Operated via fixed point with up-link equipment
- Links to satellite dish tuned to coordinates

Telecourses (ETV)
- 1-way video (taped & rebroadcasted)
- Operated by Wisconsin Public Television (Wisconsin Education Communication Board)
- Links may be to ETN or WisLine sites for discussion

Appendix F

Programs

UNIVERSITY	LANGUAGE	INSTRUCTOR	TECHNOLOGY	SITES
Governor Thompson proposed the TEACH Initiative in 1997. The Legislature approved funding for this effort to connect every K-12 school to the Internet. In addition, the University of Wisconsin System and the Wisconsin Technical College Association have created an overlapping system of satellite services. Staff at the higher educational institutions collaborate with staff at the 12 CESAs to provide language instruction.				
DPI/WECB Green Bay (NEWEC)	Japanese French Japanese Russian	"JALCAP"	satellite (SERC-Ku band) ITV (SERC)	17
Clintonville (ERVING)	French German Spanish	% Kathy Beer	fiber optics ITV	6 HS
Ashland (NWECS)	French Ojibwa Spanish		satellite/fiber optics	40
Madison AIC	French Spanish	(CESA 2/4) % Ugaz	ITV	2 HS
Milwaukee CIRCUIT	Japanese French German Spanish		cable cable	3
Nicolet TC	Spanish		fiber optics	

UW-Baraboo	Latin/Greek	Madeleine Wright	compressed video	4 sites
UW-La Crosse	Russian	Leslee Poulton	fiber optic cable compressed video	3 sites
UW-Madison				
	Chinese	Weiguo Cao	satellite	4, NTU
	Japanese 1-3	James Davis	audiographics (satellite)	4, NTU
	Japanese Cul.	Hana Tateishi	satellite	4, NTU
	Norwegian	Dawn Tommerdahl	compressed video	2 sites

* Independent Study *

Arabic I	Norwegian
Danish I	Polish
French	Portuguese
German	Russian
Greek	Spanish
Italian	Swedish
Latin	

UW-Milwaukee	Arabic III	Carol Seymour-Jorn	compressed video	1 site
	French (Adv)	Gabrielle Verdier	compressed video	1 site
	Polish	?	compressed video	1 site
UW-Oshkosh	Japanese	Fumiko Fukuta	compressed video	3 sites

<u>African Studies Centers</u>

(NRC - HEA Title VI FY 1997-00)

UW-Madison	Swahili II	Magdalena Hauner	comp. video with Minnesota/Northwestern CD-ROM
	Yoruba I	Antonia Schleicher	

Appendix G

CIC - Learning Technology Initiative

(Committee on Institutional Cooperation)
http://NTX2.cso.uiuc.edu/CIC
<cic@uiuc.edu>

Institution	Coordinators
Chicago, Univ. of	Stephen Gabel
Illinois, Univ. of (Chicago)	Mary Glenn Wiley
Illinois, Univ. of (Urbana/Champaign)	John Braden
Indiana University	Ruth Russell
Iowa, Univ. of	John Folkins/Leslie Schrier
Michigan, Univ. of	Lester Monts
Michigan State Univ.	Robert Church
Minnesota, Univ. of	Ann Hill Duin
Northwestern Univ.	Stephen Fisher
Ohio State Univ.	James Davis
Pennsylvania State Univ.	Robert Secor
Purdue University	Philip Swain
Wisconsin, Univ. of (Madison)	Robert Ibarra
Wisconsin, Univ. of (Milwaukee)	Jessica Wirth

* Languages Planned *

Languages	Institutions
Ancient Egyptian	Michigan & Chicago
Hindi	Michigan & Chicago
Norwegian	Wisconsin
Portuguese	Northwestern & Chicago
Swahili	Northwestern, Minnesota, Wisconsin

Appendix H

Distance Education - Survey

* COURSE IDENTIFICATION *

1. Are there language courses THAT YOU MUST OFFER which are essential to your institution, but you are unable to support low enrollments and cost of offering a class?

2. Are there language courses THAT ARE NOT NOW OFFERED and you are unable to justify the costs associated with hiring an instructor?

3. Are there language courses that you must offer to many persons throughout your institution in a short period of time or on very short notice?

4. Are there language courses for which the number of potential learners is so great that you cannot afford not to offer a language or a particular level?

5. Are there language courses for which the number of potential learners is so few that you cannot justify the cost associated with forming a class for one time only?

* NUMBERS AND LOCATIONS *

6. Which schools/locations would require or desire distance instructed languages?
   SITE NAME LOCATION

7. In the ideal situation (not considering costs), how many learners would attend each language course from each site?
   PROGRAM # LEARNERS

8. Are there other organizations or institutions that might be interested in purchasing programs or sharing the costs of courses that you develop?
   ORGANIZATION LOCATION PRECEDENT

* CONDUCIVENESS *

9. Does your institution employ group decision-making?

10. Do examples of course collaboration now exist?
EXAMPLE WITH WHOM

11. Does your institution have a reputation for innovation and use of new technologies (listservs, voice mail, email, Web page)?
EXAMPLE YEAR IMPLEMENTED

12. Do you have technical staff in telecommunications or in a language laboratory who would be willing to assist with a project?
STAFF EXPERTISE

* PROGRAM CREATION VS PURCHASE *

13. Does your institution have a number of trainers or DE instructors?
NO = purchase YES = develop course/programs

14. Are instructors willing to teach in a new way?
EXAMPLES (instructional changes)

15. Can you allow instructors adequate preparation time to adapt their present programs to distance education delivery?
EXAMPLES (preparation time for changes)

16. Are there subjects that you are required to teach or would like to teach for which you have one or two qualified instructors, but for which it is difficult to find additional qualified teaching staff?

LANGUAGE/COURSE INSTRUCTORS

17. Do you have outstanding instructors who are exceptional in language instruction and whose talent you would like to share with distant learners?

INSTRUCTORS LANGUAGE/COURSE

18. Is there an outstanding instructor(s) whose talents you would like to share with other learners, but who cannot travel without affecting his/her present obligations?

INSTRUCTORS LANGUAGE/COURSE

* PURCHASABLE PROGRAMS *

19. Are there language programs AVAILABLE for purchase on the topics or levels that you require?

20. Are the programs which are available of the QUALITY you desire?

21. Are the programs that you find acceptable and available at a PRICE you can afford?

* KEY DECISION MAKERS/BARRIERS *

22. Who will review needs and set the priorities for developing or purchasing the programming that you believe necessary?

YOU YOUR BOARD/CHAIR COMMITTEE

23. Who are the key decision makers at each receiving site who will need to approve and support this project?

    a. What background information about distance education must you provide to help them make a decision?

24. Can and will each receiving site devote the space, time, and personnel to handle site facilitation requirements and to assure a good distance learning experience for its students?

25. What other potential pitfalls can you identify that might prevent the adoption of distance education?

    a. What steps can you take to avoid or overcome these pitfalls?

* MONEY *

26. Does your organization/institution have various grants available for financing projects?

27. How is money allocated?

TRAINING CURRICULUM DEVELOPMENT PROJECTS

28. What is the financial status of receiving sites?

    a. What percent of the cost can these sites share?

29. How much can you budget to finance start-up costs for equipment and facilities?

30. What can you afford to spend monthly on a distance education program during the first year?

31. What amount of money can be budgeted from on-going program needs?

32. What is the fiscal policy of instruction?

33. Can you budget additional pay or rewards for instructors who prepare a program for distance education delivery?

34. Funding from which sources are available for program use?

STATE
FEDERAL
FOUNDATIONS
STUDENT FEES
DEPARTMENT
COMMUNITY SOURCES
BUSINESSES
OTHERS

Appendix I

Site Coordination Check List[1]

The site coordinator's responsibilities may be shared by a language teacher and a media specialist.

Decision-Making
- Is the language course needed?
- Is the level of language instruction timely?
- Who are the potential students?
- Will the course generate revenue (cost recovery)?

Preliminary Preparations 1 Year
- Reserve the room with equipment
- Arrange for technical support
- Open project/course file to manage information
- Send license agreement to collaborating schools/districts
- Prepare paperwork (purchase orders)
- Establish registration & tuition procedures
- Design curriculum with learning coordinator

Building the Local Event 6 months
- Convene a local panel of experts (language & technology)
- Conduct a "hands-on" workshop with site/language teachers
- Invite local language teachers to demonstrate products
- Participate in school technology fair or conference exhibit
- Plan a follow-up field trip to each site
- Arrange for a networking social among language teachers
- Solicit door prizes from local business (parents)
- Serve language-related refreshments
- Prepare demo of a lesson for parents, principals, teachers

Promotion
- Develop direct mail/email brochure (semester prior)
- Mail/distribute brochure (6 weeks prior to registration)
- Develop press releases
- Notify newsletter editor (district) & local newspaper

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[1]Original concept by Elyse Brady (1996), *Teleconferences: Building the local event*. Jacksonville, FL: Florida Community College. See also: Joan E. Cybela (1997), *Enhancing the educational impact of distance learning experiences at the local level*. Madison, WI: University of Wisconsin-Extension. <www.uwex.edu/disted/cybela.htm> Janann Tyler (1998), *Hablamous español!* Fargo, ND: Prairie Public Television.

Registration prior semester
. Take & track registration (demographics & minimum numbers)
. Mail press release (4 weeks prior)
. Send confirmation letter to students/parents
. Contact site teacher/coordinator
. Give technology survey to each registrant

Final Details
. Generate student roster
. Review class responsibilities with remote site teacher
. Name tags for students
. Clarify instructions for handout distribution (pre-, during, post-activities)

Event
. Arrive early
. Post sign of course
. Check out room arrangement, plugs, lighting, heat, air
. Test equipment (audio, visual)
. Telephone/Fax (toll-free line)
. Orient students to any protocol
. Allow for remote site student questions
. Locate clock
. Arrange materials in correct sequence for use

Follow-up
. Thank-you letters to sponsors
. Self-evaluation of instruction
. Student evaluation
. Site coordinator/teacher evaluation
. End-of-course budget report

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Appendix J

Instructional Design Timetable

Course Development	Person Responsible	Date	Days Req.
Identify your audience			250
Determine course objectives			250
Request department approval			240
Form DE team			240
Select/create lesson plan			200
Select technology for instruction			180
Design/select visuals			90
Create/modify evaluation			85
Hold first rehearsal on mock students			40
Fine-tune course materials			30
Arrange final rehearsal			10

Instructor Training	Person Responsible	Date	Days Req.
Select primary/alternate instructor			95
Train instructors on teaching with tech.			70
Hold site instructor orientation			40
Hold first rehearsal on mock students			40
Arrange final rehearsal			10
Have instructors travel to sites			10

Registration & Administration	Person Responsible	Date	Days Req.
Market course to potential students			250
Prepare cost analysis			245
Submit proposal for funding			240
Identify remote sites/facilitator			100
Generate tentative student list by site			45
Implement learner support system at site			40
Mail remote site packets			20
Hold audio conference with site facilitator			20
Create list of actual students			10
Establish connectivity each day			1 hr.

Kuntz - DE Technology	60
Collect evaluations	last day
End-of-project review with DE Team	10 days after course
Post-course review meeting	14 days after course